

Rubrics for Beginning Teacher Quality Indicators, MoSTEP 1.2

Quality Indicator 1.2.1: The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

Meets the Standard	Does Not Yet Meet the Standard	Insufficient Evidence
The pre-service teacher demonstrates strong knowledge of relevant central concepts, tools of inquiry and structures of the discipline(s) with no serious gaps or inaccuracies in understanding.	The pre-service teacher demonstrates a basic knowledge of the discipline(s), possibly only exhibiting the knowledge or skills of a discipline rather than the central concepts that unify the discipline or the tools of inquiry used in the discipline. The pre-service teacher's work, however, may demonstrate flaws or gaps in disciplinary understanding.	There is insufficient evidence upon which to make a determination.
Lesson preparation and instruction reveal the ability to make connections between and among the content, other disciplines, and student background and life experiences.	There is little or no evidence of teaching content in a meaningful context that connects to students' interests and lives or to connect subject matter within and across disciplines.	

Comments:

Quality Indicator 1.2.2: The pre-service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

Meets the Standard	Does Not Yet Meet the Standard	Insufficient Evidence
The pre-service teacher applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities that not only strengthens prior knowledge and encourages student responsibility, but also supports the intellectual, social, and personal development of all students.	The pre-service teacher demonstrates a basic knowledge of theories and principles of human development and learning (e.g., paraphrases the most major developmental and learning theorists). However, there is little or superficial evidence of using this knowledge to create developmentally appropriate instruction.	There is insufficient evidence upon which to make a determination.

Comments:

Quality Indicator 1.2.3: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Meets the Standard	Does Not Yet Meet the Standard	Insufficient Evidence
The pre-service teacher demonstrates the ability to adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students.	The pre-service teacher demonstrates a recognition that students differ in their approaches to learning but offers only occasional or narrow evidence of the ability to implement even the most basic adaptations to meet the needs of individual learners.	There is insufficient evidence upon which to make a determination.
Based in high expectations, activities connect with and build upon students' individual strengths, prior experiences, family, culture, and community heritages.	The pre-service teacher may assert a belief in the individuality of learners (possibly considering only ability differences), but instruction appears predominantly designed for the whole class	
The candidate demonstrates knowledge of when and how to access specialized services.	Overt knowledge of when and how to access specialized services is superficial or absent.	

Comments:

Quality Indicator 1.2.4: The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

Meets the Standard	Does Not Yet Meet the Standard	Insufficient Evidence
The pre-service teacher demonstrates the ability to create and implement short-term curriculum goals, the ability to set and/or to work toward long-term curricular goals, and the ability to evaluate the impact of delivered curriculum.	The pre-service teacher demonstrates the ability to create and implement short-term classroom curriculum without providing evidence of either the ability to set and/or to work toward long-term curricular goals or the ability to evaluate the impact of delivered curriculum.	There is insufficient evidence upon which to make a determination.
The pre-service teacher is aware of state and district knowledge and performance standards and considers those, as well as student needs, when planning lessons.	Although lesson plans may include references to state knowledge and performance standards, references tend not to be reflected in what k-12 students were actually asked to do.	
Instructional planning and implementation consider individual student learning styles and are constructed to build student skills in developmentally appropriate ways..	Lessons tend to focus on whole-class instruction.	
During implementation, the pre-service teacher demonstrates flexibility by evaluating and changing long-& short-term goals and/or instruction to meet student needs	Little evidence is available to indicate the teacher's ability or inclination to evaluate and change goals and/or instruction to meet student needs.	

Comments:

Quality Indicator 1.2.5: The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Meets the Standard	Does Not Yet Meet the Standard	Insufficient Evidence
The pre-service teacher uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs.	The pre-service teacher uses a limited set of instructional strategies, materials, or technology to create lessons mostly at the recall/recognition level; the candidate may not distinguish multiple activities using the same strategy from using different strategies.	There is insufficient evidence upon which to make a determination.
Artifacts reveal the use of a variety of strategies to encourage students' development of critical thinking, problem solving, and performance skills.	There is little or no evidence of either the ability to create learning opportunities that encourage students' development of critical thinking, problem solving, and performance skills or the ability to align instructional strategy with content and/or skills to be taught	
The candidate offers evidence of the ability to engage each student in active learning; moreover, instructional artifacts emphasize a balance between teacher-centered, whole-class instruction and more student-centered, individualized instruction.	The candidate reveals only limited evidence of the ability to engage each student in active learning; rather, instructional artifacts emphasize a frequently teacher-centered, whole-class approach to instruction.	
The candidate uses student work in the evaluation of a strategy's impact on student learning.	The candidate tends to assert the positive impact of a strategy rather than provide evidence via student work.	

Comments:

Quality Indicator 1.2.6: The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Meets the Standard	Does Not Yet Meet the Standard	Insufficient Evidence
The pre-service teacher provides evidence of not only knowing but also applying motivation theories and behavior management strategies and techniques to create a collaborative, participatory, and individualized learning environment that encourages positive social interaction, active engagement in learning and self-motivation.	The pre-service teacher may recount the principles (or theorists) of individual and group motivation and behavior management but offer little or no evidence of the ability to design and implement a collaborative, participatory, or individualized learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	There is insufficient evidence upon which to make a determination.
The pre-service teacher demonstrates the capacity to actively engage students in their own learning and the effort to encourage all students to set, monitor, and adjust their learning goals and behavior.	Maintaining control may be emphasized over student empowerment.	

Comments:

Quality Indicator 1.2.7: The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Meets the Standard	Does Not Yet Meet the Standard	Insufficient Evidence
The pre-service teacher uses clear and articulate verbal, nonverbal and media communication tools in all interactions with students, parents, colleagues and the community.	The pre-service teacher demonstrates effective personal oral and written communication skills and presentation techniques, including limited media communication to communicate with students, parents, colleagues and the community.	There is insufficient evidence upon which to make a determination.
The candidate uses these communication tools and techniques to support the learner's development of effective communication skills and to foster active inquiry, collaboration, and supportive interaction in the classroom	The candidate can describe how these communication skills might be used to develop learners' skills or to foster active inquiry, collaboration, and supportive interaction in the classroom without actually giving evidence demonstrating the ability.	
Interactions with students tend to treat students as valued individuals.	Interactions with students tend to treat students as all being the same.	
Use of communication/media technology is appropriate and varied.	Use of communication/media technology is limited and conventional.	

Comments:

Quality Indicator 1.2.8: The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Meets the Standard	Does Not Yet Meet the Standard	Insufficient Evidence
The pre-service teacher understands and uses formal and informal traditional and performance-based assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner, including but not limited to understanding of state knowledge/performance standards and their assessment.	The pre-service teacher demonstrates a basic knowledge of formal assessment strategies for a variety of purposes (i.e., intellectual, social, and physical assessment); alternatively, the candidate may reveal only a narrow range of even formal assessment strategies, tending to focus on whole-class knowledge testing.	There is insufficient evidence upon which to make a determination.
The candidate's evidence demonstrated a knowledge of state knowledge/performance standards and their assessment.	The candidate provides little or no evidence of knowledge of state knowledge/performance standards or their assessment.	
This teacher maintains and uses data from his or her assessment activities to inform instruction and to provide constructive and specific feedback to students, parents, and colleagues.	There is little or no evidence that the candidate uses information generated from assessment to inform instruction or to foster student self-assessment or growth.	
The candidate consciously encourages and supports students' self assessment as a means to enhancing their own learning and achievement; moreover, evidence reveals the willingness and ability to use assessment data to offer constructive feedback to students, parents, and colleagues.	There is little or no evidence of the ability to maintain useful records of student performance and/or to communicate constructive and specific feedback to students, parents, or colleagues.	
Student work samples verify candidate's assessment knowledge and skills.	Knowledge and skills tend not to be supported by student work samples.	

Comments:

Quality Indicator 1.2.9: The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

Meets the Standard	Does Not Yet Meet the Standard	Insufficient Evidence
The pre-service teacher is a reflective practitioner who demonstrates the capacity and the inclination to examine and assess the effects of his/her choices and actions on self and others; candidate reflections analyze the impact of actions on student learning (vs. merely describing what transpired).	The pre-service teacher does not consistently exhibit the ability to think about and articulate the quality of his/her own learning, choices, and actions on student learning.	There is insufficient evidence upon which to make a determination.
The candidate offers evidence that he or she consciously applies professional ethical standards within this reflective process.	There is evidence that this teacher can articulate and apply professional ethical standards to situations posed to him or her; alternatively, there may be no evidence that the individual has considered ethical standards.	
This candidate uses reflection to analyze actions and decisions, and based on his/her findings the candidate refines practice and/or seeks out opportunities to grow professionally.	Candidate reflections are primarily descriptive of what occurred; if reflection is used at all, it yields at most only minor refinements in learning and practice, seeking no opportunities for professional growth.	

Comments:

Quality Indicator 1.2.10: The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

Meets the Standard	Does Not Yet Meet the Standard	Insufficient Evidence
The pre-service teacher seeks opportunities to develop caring, professional, and productive relationships with school colleagues, parents, and educational partners in the school and larger community to support student learning and well-being.	The pre-service teacher confines his/her activities to the classroom and to interactions with the cooperating teacher.	There is insufficient evidence upon which to make a determination.
The candidate demonstrates knowledge of when and how to access specialized services.	The candidate shows no evidence of going beyond the classroom to connect with others to support student learning, including but not limited to knowledge of when and how to access specialized services.	

Comments:

Quality Indicator 1.2.11 Technology in Teaching and Learning: The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.

Meets the Standard	Does Not Yet Meet the Standard	Insufficient Evidence
The pre-service teacher demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.	The pre-service teacher demonstrates at most a basic (or very limited) knowledge of computer technologies with little recognition of the need to stay abreast of evolving technologies.	There is insufficient evidence upon which to make a determination.
The pre-service teacher applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.	The pre-service teacher plans and delivers learning opportunities that integrate computers into the classroom, but these opportunities employ only a limited range of learning software and little beyond games, word-processing, presentation software, and computerized work sheets.	
<p>The pre-service teacher identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentation.</p> <p>designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students.</p> <p>facilitates technology-enhanced learning experiences that develop students= higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.</p>	<p>The pre-service teacher identifies, locates, explores computer/technology resources including applications, tools, educational software, but does not evaluate these critically with regard to such issues as developmental appropriateness, accuracy, or suitability to support local, state, or national standards.</p> <p>designs and utilizes technology-based, teacher-centered classroom strategies and activities, with no differentiation of instruction</p> <p>facilitates technology-enhanced learning experiences that are limited to knowledge or basic-skills acquisition and communication.</p>	

<p>The pre-service teacher uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).</p>	<p>The pre-service teacher exhibits little or no use of technology resources in assessing and managing data on student learning of subject matter; alternatively, uses technology to assess only the recall/recognition of knowledge and basic skills.</p>
<p>The pre-service teacher uses technology resources to engage in ongoing professional development and lifelong learning.</p> <p>continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.</p> <p>uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solving problems.</p>	<p>The pre-service teacher reveals little or no evidence of the inclination or ability to use technology resources to enhance professional development learning.</p> <p>rarely reflects on professional practice regarding the use of technology in support of student learning.</p> <p>may use technology to communicate with peers but not with parents and the larger community or to collaborate or conduct research.</p>
<p>The pre-service teacher models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources.</p> <p>applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.</p>	<p>The pre-service teacher models legal and ethical practice related to technology, information, and software resources but does not demonstrate the inclination to teach this to students; alternatively, may disregard matters of copyright or fair acknowledgment of resources and materials taken from print or electronic sources; expresses some concern for the safe and healthy use of technology resources..</p> <p>does not use technology resources as a means to empowering learners with diverse backgrounds, characteristics, and abilities; does not overtly consider the issue of equitable access to technology resources for all students.</p>

Comments: